DOCUMENT RESUME

ED 087 727 SP 007 706

TITLE Secondary Education, 314-310, Modules 1-7.
INSTITUTION Toledo Univ., Ohio. Coll. of Education.
NOTE 94p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Curriculum Guides; Individualized Curriculum; *Performance Based Teacher Education; *Secondary Education; Secondary Schools; Secondary School Teachers; *Teacher Education
IDENTIFIERS *Learning Modules

ABSTRACT

This course syllabus consists of the first seven learning modules of the competency-based secondary education program offered at the University of Toledo's College of Education. Each learning module contains a list of prerequisite modules, instructional procedures and materials, and pre- and post-assessment criteria and measurement instruments. Individual learning modules discuss the following topics: a) instructional models and learning modules; b) recognition of various behaviors and inferences drawn from them; c) the writing, revision, and application of behavioral objectives; d) the writing of objectives for content learning and for the development of learning skills in secondary school students; e) recognition and revision of faulty test items; and f) analysis of the learning environment. The final module is designed to permit the student to demonstrate his ability to apply the techniques learned in the first six modules. (See related documents: SP 007 693, 007 700, and 007 699.) (HMD)

ED 087727

SECONDARY EDUCATION

314-310

MODULES 1-7

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SP 007 706

THE UNIVERSITY OF TOLEDO

COLLEGE OF EDUCATION

SECONDARY CBTE PROGRAM

INTRODUCTION

In 1967, the College of Education of The University of Toledo was chosen by the United States Office of Education as one of nine institutions to design and develop a competency-based teacher education (CBTE) program applicable to elementary teacher education. The CBTE model developed by The University of Toledo faculty incorporated behavioral specifications, pre- and in-service training, individualized instruction, and criteria referenced evaluation. Five specific areas of teacher competency - instructional organization, societal factors, learning - teaching process, educational technology, and research - were identified and included in the teacher education program.

In designing and developing the CBTE program for secondary teacher education, the faculty of the College of Education of The University of Toledo has drawn heavily upon its conceptualization of and experience in developing the CBTE program for elementary teacher education. The CBTE program for secondary teacher education has utilized the original goals of the elementary program and has extended as a unifying goal, the synthesis of teacher planning, teacher operation and revision behavior.

The secondary CBTE program at The University of Toledo is detailed in the following manner:

I Development of The University of Toledo Secondary CBTE Model
II Description of Individual Courses in the Model
III A Personalized Approach to CBTE
IV Program Modules

THE DEVELOPMENT OF THE UNIVERSITY OF TOLEDO SECONDARY CBTE MODEL

The basic elements of a CBTE program are:

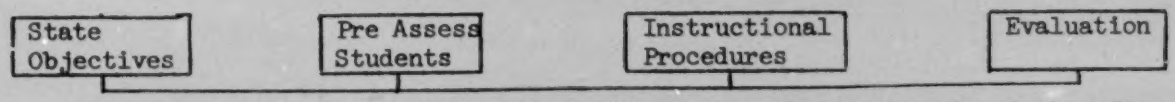
1) the explicit statement of behavioral objectives,

2) one or more sets of instructional procedures designed specifically for the attainment of each objective,

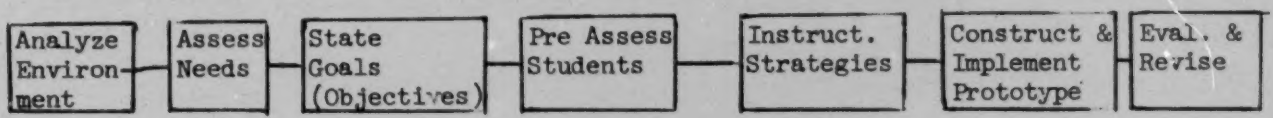
3) criterion referenced evaluation procedures to assess student performance with regard to stated objectives.

Each of these elements is included in the following pages in the form of instructional modules for the secondary program of the CBTE program.

A most crucial operation in the design of a CBTE system is the decision about what objectives should be included in the program. It would seem logical that this decision should be based on what the "successful teacher" should be able to do. Faculty members are usually able and willing to state what teachers should be able to do. What was more needed was a process which enabled one to generate a comprehensive list of skills which covered most if not all aspects of teaching and which would also suggest a possible sequence for teaching these skills. A model of the teaching process was used for a broad conceptualization of what a teacher actually does. The initial model used was that proposed by Glaser:



Although this model was helpful, the functions were too broad and therefore did not allow for a comprehensive generation of objectives. A second teaching model with more functions was then considered.



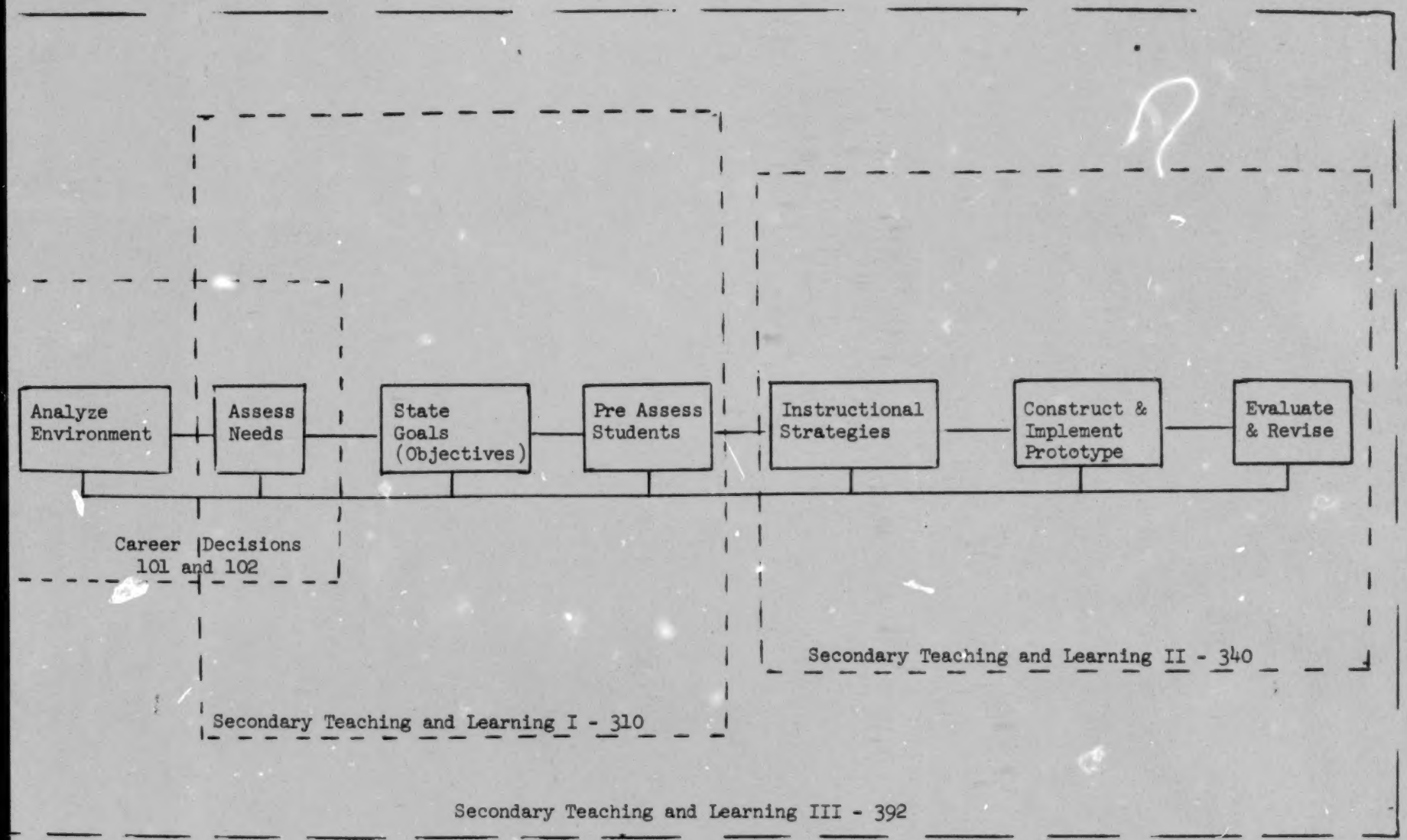
This second model was found to be useful for the following reasons:

1) The model depicted a general sequence in which the functions would occur, thereby suggesting a possible instructional sequence.

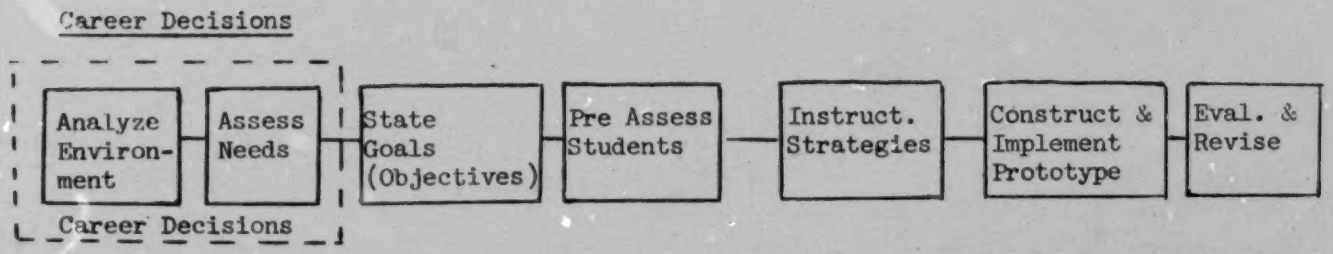
2) Most actions of a teacher could be subsumed under at least one of the functions of the model.

3) Each of the fuctions could also be thought of as a broad skill. A task analysis of each of these broad skills yielded several learning hierarchies of enabling objectives. These hierarchies were comprehensive and included the great majority of objectives which are included in the secondary CBTE program.

The diagram on the following page depicts the relationship of the process model and each of the existing secondary "courses." Note that course 392 -- Secondary Teaching and Learning III including student teaching -- requires the preservice student to demonstrate competence in each of the performance areas of the model, while prior to 392 each course concentrates upon part of the model.


Analyze Environment
Assess Needs
State Goals (Objectives)
Pre Assess Students
Instructional Strategies
Construct & Implement Prototype
Evaluate & Revise
Career Decisions 101 and 102
Secondary Teaching and Learning II - 340
Secondary Teaching and Learning I - 310
Secondary Teaching and Learning III - 392

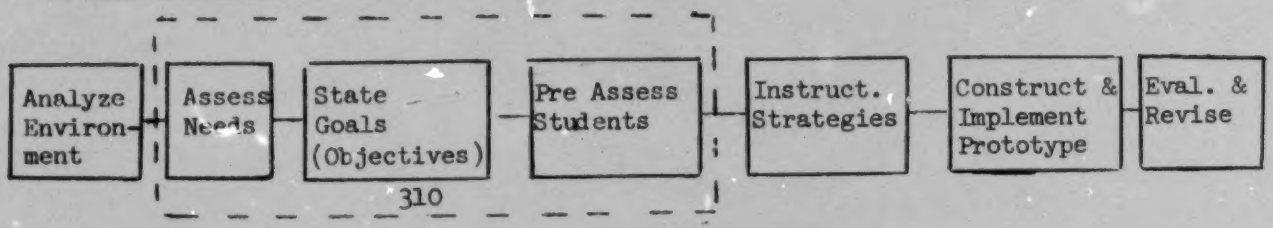
DESCRIPTION OF INDIVIDUAL COURSES IN THE MODEL



Career Decisions (CD) 101 and 102 is usually taken during the freshman year and provides data to the potential teacher to evaluate himself and his future occupation. The first four hour CD experience acquaints the potential teacher with is personal potential as a teacher, various school situations, (urban, suburban, rural, elementary, secondary), the university courses of study, and alternative career choices. Part of this experience is an assignment to a public school setting where he observes and acts in an aide capacity. This "analysis of the environment" represents the first component of the teaching model.

The second four hour course specifies needs -- both those of the pupil and of the teacher. The "analysis of values" component requires that the potential teacher question his own values concerning education and the requirements of society. While potentially unpleasant, this experience seems to be very popular and beneficial to those having already completed the course. This is the beginning of complexity -- the initiation into the understanding of self and the concept of teaching as a very powerful, potentially dangerous, and possibly rewarding occupation. Career Decisions is modularized with publicly stated objectives, criteria and alternative instructional strategies.

Secondary Teaching and Learning I - 310



The second course in our secondary education program, Secondary Education 310, deals with the above components of the systems model. This course is usually taken during the junior year to be immediately followed by Education 340 and 392. Education 310 and 340 are 8 quarter hours with 392 a 16 quarter hour experience with concurrent seminar.

Needs Assessment.

Techniques of gathering data about students' needs are initially developed in Career Decisions. These skills are further developed in Education 310 modules, topically identified as Behaviors and Inferences, in which pre-service teachers are required to differentiate between pupil behavior and teacher inferences about pupil behavior. The students are also required to view classroom behaviors of pupils and make inferences about them. This process is related to the assessment of pupil needs in the classroom. Another module entitled Analysis of the Learning Setting explores human needs theories and students use these to interpret pupil behavior. These competencies are also utilized in a field module to apply observational, inferential and judgmental skills to assess pupils' needs.

Goal Identification.

This topic is introduced as part of an examination of the model involving goal identification -- the identification of instructional intent. In a module entitled Behavioral Objectives students learn how to write acceptable objectives in the cognitive, affective and psychomotor domains. In another

module designated Hierarchical Structure students learn to recognize various levels of Bloom's Taxonomy and write instructional objectives for each level. Included in this module is the development of objectives for concept learning and identification and creation of principles and generalizations within each subject matter discipline.

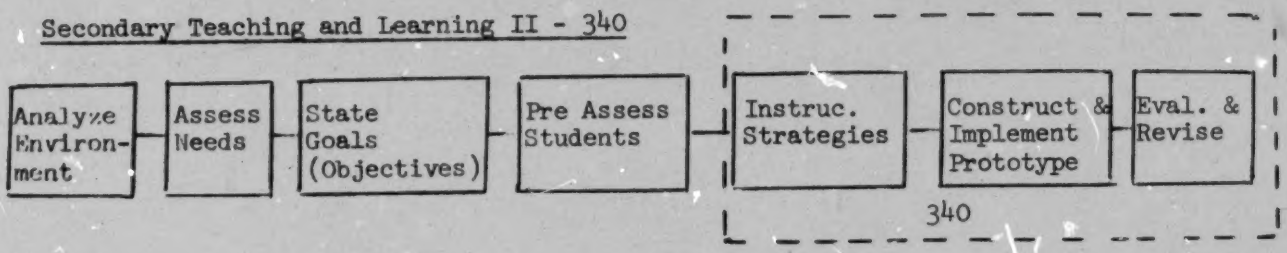
Assessment.

Students in Secondary Education 310 have learning activities related to the area of assessment. The module entitled Assessment and Evaluation, Test Construction and Analysis requires the writing of appropriate test items for behavioral objectives at each of the levels of Bloom's Taxonomy. Interpretation of teacher made and standardized tests are also included in this module package. The module designated Analysis of Learning Setting deals with the use of testing skills at two levels. The first level is an analysis of teacher behavior in the school social system while the second is concerned with an analysis of pupil behavior in the social setting. Various social-psychological concepts are used as the basis for analysis and interpretation of behavior.

Field Performance Module.

The Field Performance module is a synthesis module in 310. This module provides the student with an opportunity to apply the skills learned during previous modules and expands his knowledge in areas of interest to him. Field objectives related to observing behaviors and making inferences, classifying and rewriting teacher's objectives, analyzing teaching in terms of the instructional model, analysis of tests, and suggesting alternative instructional strategies for pupils in need remediation require that the student begin to apply concepts and skills previously taught within the campus course.

Secondary Teaching and Learning II - 340



The emphasis in the third course is the design, implementation and evaluation of actual teaching. Elements of the teaching model developed in the course are instructional strategies, construction and implementation of learning units, evaluation, and revision of learning activities.

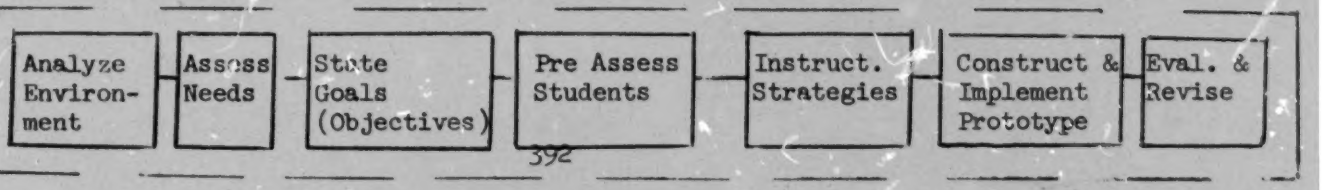
During the Instructional Strategies module, the student begins to acquire skills in inquiry teaching, lecturing techniques, questioning, reception learning modes, and mediated instruction. These skills are applied in the field throughout the quarter in a concurrent field experience or in a micro-teaching setting.

Within the Construction and Implementation module, the student desings instructional units, selects and produces appropriate media, and learns specific behavior management techniques. During the Evaluation and Revision module, the student develops both formative and summative evaluation techniques and strategies for revision of units.

Critical to the development of competence is the completion of what is known as the "intensive unit" assignment. The prospective teacher must design a five-day unit which includes behavioral objectives, pre- and post-tests, and instructional strategies based upon the needs assessment. He then must demonstrate mastery of the behavioral objectives.

A micro-teaching clinic is also utilized in 340 to help the student acclimate himself to "performing" in front of secondary students and to gather first hand data about his "controlled" teaching performance without fear of failure in terms of a grade.

Secondary Teaching and Learning III - 392



The final course in the sequence is Secondary Education 392. Previously known as student teaching, this course has now takne on a new role in the CBTE program.

Prior to 392 students have had much time in the field. Pre service students have essentially been screened by potential cooperating teachers; cooperating teachers have also been observed by students. As a result experiences in 392 are somewhat different from the traditional student teaching program. A major difference is the entering behavior of the student teachers. They have already field tested some basic teaching skills and identified areas of potential strength and weakness in their teaching repetoire of behaviors. Thus, they exhibit a greater degree of confidence than in the previous program and, at the same time, have set higher expectations and standards for performance. Rather than viewing this as the first real teaching experience, student teaching is now viewed as an extension of previous field service and a time for polishing and developing rather than initiation of new learning.

A second variation of this extended field experience is the utilization of specific behavioral competencies to be demonstrated by the pre service teacher within the ten week period. This means that demonstration of specific teaching behaviors is required prior to the final evaluation of the student teacher and the taking a first year teaching position. While we do not dictate a specific teaching strategy as "best", we do require that a variety of instructional strategies be demonstrated so that the first year teacher will be

able to make choices between appropriate modes of teaching behavior. Many of these requirements are directly related to the objectives in 310 and 340.

Behavioral objectives with specific perofrmance criteria have been developed around the following areas of teacher performance:

1. Structured Observation,

2. Instructional Design and Implementation, which includes
   a. instructional strategies and demonstration,
   b. media selection and utilization,
   c. assessment and evaluation, and
   d. individualizing instruction, and

3. Teacher Role Analysis.

Weekly Seminar.

A weekly seminar accompanies the 10-week student teaching experience. The purposes of this seminar are varied and include:

1. Extension and sophistication of skills previously learned, e.g., improvement of reinforcing behavior, questioning skills, test construction, classroom management, etc. This is part of the seminar is individualized and performanced based usually on a contractual basis.

2. Introduction of additional professional educational data such as the teacher and the law, NEA and Unions, interviewing techniques, etc. This section of the seminar is student instructed.

3. Micro-teaching laboratory experience. Micro-teaching will be utilized to help student teachers refine specific teacher behaviors. This is conducted in several nearby public schools with secondary students participating during their study-halls. Such micro-teaching is an extension of that done in 340.

4. Analysis of teaching. Through the use of audio- and video-tapings student teachers will provide analysis of their teaching and receive peer and professional feedback in a seminar setting.

The pre service teaching experience is oriented to the notion of accountability; teachers should be evaluated on the basis of pupil learning. While it is understood that no teacher has enough control of the environment to guarantee mastery by each student, reasonable criteria can be agreed upon to make judgments about teaching competence.

A PERSONALIZED APPROACH TO CBTE

The secondary CBTE program at The University of Toledo embodies two features which we believe to be of critical importance in any program whose goals are devoted to teacher preparation. A dominant characteristic of the program must be the conceptual and organizational structure. As presented previously, the CBTE program is composed of a four course sequence in which teaching competencies are developed within each area of the systems model. While this systems framework is useful in organizing the educational experiences of our pre service teachers, it does not purport to represent our entire approach to teacher education. In addition to preparing teachers who are able to demonstrate specific teaching behaviors, it is also our intention to assist pre service teachers to develop a personal teaching style which is congruent with individualized instructional opportunities for public school students.

Embodied in our course requirements are objectives which require teachers to plan and implement the following kinds of educational procedures:

1. a mastery learning approach.
2. development of pre- and post-test devices to assess pupil entry behavior and learning outcomes.
3. development of alternative instructional strategies for the same objectives.
4. planning units of learning with multi-media learning resources.
5. revising a learning unit on the basis of evaluation of instructional effectiveness.
6. providing remedial experiences for pupils who fail to demonstrate mastery of objectives.

The above behaviors provide basic entry competencies for any teacher who wishes to develop a broad based approach to individualizing his instruction.

The Toledo secondary program attempts to model this broad based approach to individualizing instruction in the process of training teachers. Pre service teachers exhibit differences in learning style, time requirements, need for alternative learning structures, need for alternative instructional procedures, and choices of objectives in much the same manner as the pupils they will eventually teach.

A major reason for developing and implementing a CBTE approach to secondary teacher education at Toledo was that such a model would provide a greater personalized dimension in the professional training program. This "personalization" is apparent in four important program components: Objectives, Instructional Procedures, Time and Criteria for Evaluation.

Objectives in a traditional teacher education program are often known only to the professor which requires the student to guess what may be immportant, an anxiety producing procedure prior to test taking. Moreover, most traditional programs require all students to meet the same objectives assuming each student has equivalent prerequisite skills. Pre-tests are not utilized as a means of assessing needs and thus individualizing objectives. The Toledo secondary CBTE program provides students with publicly stated behavioral objectives as well as optional objectives which students may choose because of interest and/or need.

Traditional programs assume the existence of a uniform learning style and hence lack a variety of instructional procedures as they related to specific objectives. Student failure is assumed to be the fault of the student while instructional procedures are not questioned. The Toledo secondary CBTE program utilizes a large variety of instructional techniques, ranging from self-instruction to group projects. Such procedures are determined after objectives have been written and analyzed. Many objectives allow for several alternative means of reaching competence and this decision is determined by the student.

Most traditional programs operate on a constant time dimension, usually a quarter or semester system. Each student must complete the requirements in the same amount of time, thus letting time remain constant while allowing achievement to vary. The Toledo secondary CBTE program recognizes that each person may require differing amounts of time to reach competence and allows for such differences in evaluation. A recycling component affords each student the opportunity to utilize additional time to master a specific skill and the pre-testing component provides an opportunity for students to demonstrate competence and thus move beyond specific mastered objectives. While The University of Toledo does operate on a quarter system, a person may utilize more than the ten week quarter to complete module requirements.

The criteria for success in traditional programs is often vague, capricious and known only to the instructor. Evaluation is most often based upon a norm referenced base such as the normal curve. The student is at the mercy of his ability to guess the appropriate standard of evaluation. The Toledo secondary CBTE program utilizes a criterion referenced basis for evaluation. This means that each student is evaluated against a publicly stated set of measurable criteria rather than being treated as part of a mass in which each person is evaluated only in relation to each other.

In addition to the above CBTE attributes with regard to personalizing professional training, the Toledo program also utilizes a team teaching approach in all of its coursework. Teams not only provide the student with a variety of faculty viewpoints throughout each program component, but also foster a constant synthesis of material during instruction. Team teaching decreases the faculty-student ratio thus increasing faculty-student interaction.

314-310

MODULES 1-7

MODULE 1 of 7

Department: Secondary

Course: 310

Title: Instructional Model and Module on Modules

Rationale: Gives a rationale and explains an instructional model. Specific uses of a model are explained.

Prerequisite modules: None.

Terminal Objective:

A. Be able to correctly identify examples of components of an instructional model. (90% correct).

Preassessment: None.

Instructional Procedures: Lecture discussion and self-instructional packet.

Materials: Self-instructional packet.

Post-assessment: Be able to correctly identify components of an instructional model, 90%, with no aids. In class test.

Overview: In this part of module 2, module on modules, you will learn what a module is, what is composed of and how it is used. You will learn about modules by going through a module and still actually be doing what you are learning about.

Prerequisite module: None.

Terminal Performance Objectives:

B. Given examples of components of a module, each student in the 310 class will be able to correctly label 90% of the components.

C. Be able to correctly match a list of instructional model components with a list of modular components.

Enabling Objectives: With no aids, each student in the 310 class will be able to explain in their own words each component of a module and to evaluate their explanation by comparing it with the characteristics of each component.

Preassessment: None for this module.

Instructional Procedures: For this module, the instructional procedures will consist of a short explanation of each concept and examples. The instruction will be in the form of a self-instructional packet and is attached to this module outline.

Materials: Self-instructional packet.

Post-assessment: A multiple choice test that will be administered upon completion of the instructional procedures of the module. It consists of (1) identifying modular components, and (2) matching modular components with instructional model components.

MODULE 2 of 7

Department: Secondary

Course: 310

Title: Behaviors and Inferences

Rationale: One of the most important steps in solving classroom problems (or any kind of problem) is to first identify the problem. By differentiating between things that happen in the world in terms of observed (behaviors) and things that happen in people's heads (inferences), problems can be more precisely stated. The purpose of this module is to teach you to differentiate between behaviors and inferences.

Prerequisite modules: None.

Terminal objective: Given a movie of a classroom situation, or an actual classroom situation, the student will be able to correctly identify 5 behaviors and to make one related inference from each behavior.

Enabling objectives:

Given a list of behaviors and inferences, be able to correctly identify each, 90% correct.

Given a list of the characteristics of a behavior and the characteristics of an inference, be able to correctly identify each, 90% correct.

Preassessment: Same as terminal objective.

Procedures: Role playing - classroom episode. Students identify behaviors and make inference.

Materials: None.

Post-assessment: Either view a movie or go into a classroom and identify 5 behaviors and make one related inference from each behavior.

MODULE 3 of 7

Department: Secondary Education

Course: 310

Title: Behavioral Objectives

Rationale: The student will learn to write, revise, and use behaviorally stated terminal performance and enabling objectives in the three domains, at two levels of the taxonomy.

Prerequisite Modules: None.

Terminal Performance Objectives (TPO):

A. Given a list of statements, the student will be able to label each statement as either an educational goal or a behavioral objective, withour error.

B. Given a list of objectives, the student will be able to identify the audience, behavior, conditions, and degree with less than 10% error.

C. Given a list of objectives the student will be able to discriminate between those which are adequate and those which are inadequate in terms of audience, behavior, conditions, and degree (ABCD) with 90% accuracy.

D. Given a list of objectives the student will be able to rewrite those which are not stated in behavioral terms so that they include audience, behavior, conditions, and degree (ABCD) without error.

E. Given descriptions of each of the cognitive, affective, and psychomotor domains the student will be able to match each with its name, without error.

F. Given a list of objectives the student will be able to identify each as a cognitive objective, an affective objective, or a psychomotor objective, without error.

G. Given educational goals in the cognitive domain, the student will be able to write behavioral objectives including audience, behavior, condition, and degree (ABCD) at the lowest level of Bloom's taxonomy and a level higher than the lowest level without error.

H. Student will write two behavioral objectives using ABCD criteria in affective domain with error.

I. Student will write two behavioral objectives using ABCD criteria in psychomotor domain without error.

Preassessment: Take the pretest. If successful (meet criteria specified by objectives) go on to next module.

Instructional Procedures and Materials:

1. Read "10 Reasons for Not Using Behavioral Objectives" by Popham.

2. Work through the programmed instruction packet, "What You've Always Wanted to Know About Performance Objectives But [redacted]owing Afraid to Ask."

   Optional: It is suggested that at least three of the [redacted]owing be pursued by the student.

3. Read Writing Worthwhile Behavioral Objectives, Julie Vargas.

4. Work through Preparing Instructional Objectives, program by Robert Mager.

5. Listen to tape "Writing Behavioral Objectives" and complete worksheet, adapted from Thorwald Esbensen.

6. View slide-tape presentation "Educational Objectives" by James Popham and complete worksheet.

7. Read handout "Teaching Aimed at Learning Above Mere Recall of Knowledge" by Bloom.

8. Work through programmed instruction, "An Introduction to the Taxonomy of Educational Objectives" by Clyde St. Romain.

9. Read "Writing Behavioral Objectives" handout adapted from Thorwald Esbensen.

10. See handout "Illustrative Verbs" from Norman E. Gronland, Stating Behavioral Objectives for Classroom Instruction.

11. Study handout "Behavioral Objectives as Competency Statements."

12. Attend scheduled help sessions.

Post Assessment: Take the post-test. If successful go to next module. If unsuccessful either recycle the module or see your class advisor for an alternative method for meeting the objectives.

MODULE 4 of 7

Department: Secondary Education

Course: 310

Title: Hierarchical Structures

Rationale: In this module, you will learn to write objectives in your own area for the different kinds of things that you want your students to learn. The kinds of things will be grouped into two major categories, (1) "content" you want your students to learn and (2) thinking skills or process that you want them to learn. The content category includes facts, concepts and principles (generalizations or rules). The thinking skills or process category includes memorizing, understanding, applying, analyzing, synthesizing and evaluating. This group of processes is called Bloom's Taxonomy of Cognitive Objectives.

The way that people learn the categories of content (facts, concepts, and principles) and the way the people learn the kinds of thinking skills or processes are different and depend on the way that the learner interacts with his environment. The thinking that the students are doing in each situation is different and can be facilitated by what teachers do. For example, suppose one teacher wants his students at a given time to learn skills in analyzing and another teacher at a given time wants his students to learn to understand something. For the students to be successful in reaching these objectives, the two teachers would act differently with their students. They would ask different kinds of questions, there would be different amounts of teacher and student talk in each situation, there would probably be different use of written materials in each case and be the kind of feedback that the teachers would give would be different. In order for a teacher to design different types of instruction for each objective, the teacher must first, however, be able to differentiate between the different types of desired outcomes.

Prerequisite Modules: Instructional Model
Module on Modules
Behavioral Objectives

Terminal Objectives:

A. Be able to write behavioral objectives at each level of Bloom's Taxonomy, with no aids.

B. In your own area, be able to list 5 facts (or data), 5 concepts, and 5 principles, with no aids.

C. In your own area, be able to:

1. Write a behavioral objective that indicates that your students have learned a fact at the knowledge level.

2. Write a behavioral objective that indicates that your students have learned a concept at any level.

3. Write a behavioral objective that indicates that your students have learned a principle at any level.

Enabling Objectives:

1. Write two behaviors with related criteria which indicate learning of facts, two indicating concept learning and two indicating principle learning. SYNTHESIS.

2. Write two behaviors with related criteria at each level of Bloom's Taxonomy. SYNTHESIS.

3. Given behaviors and criteria, correctly label each set with two labels in the appropriate level of Bloom's Taxonomy and either fact, concept or principle. APPLICATION ANALYSIS.

4. Given a list of behaviors and related criteria, correctly label each set as fact, concept, or principle. 90% correct--COMPREHENSION.

5. Given a list of behaviors and criteria, correctly label each with the appopriate level of Bloom's Taxonomy. 80% correct--COMPREHENSION.

6. List all the critical attributes preferably in your own words of each of the following concepts: fact, concept, principle. KNOWLEDGE-COMPREHENSION.

7. List the critical attributes preferably in your own words of each of the following concepts: knowledge, comprehension, application, analysis, synthesis, evaluation. KNOWLEDGE.

8. Given attributes of the following concepts (facts, concept, principle) correctly match the attributes with the attributes with the concepts. 90% correct--KNOWLEDGE.

9. Given attributes of the following concepts (knowledge, comprehension, application, analysis, synthesis, evaluation) correctly match the attributes with the concepts. 90% correct--KNOWLEDGE.

Instructional Procedures: Self-instructional package, lecture and small group discussion with faculty feedback.

Materials: Self-instructional packet.

Post Assessment: In-class tests asking the student to demonstrate on paper with no aids the above three objectives.

Assessment and Evaluation: Module 5

Department: Secondary Education

Course: 310

Title: Critiqueing and Improving Faulty Test Items

Rationale: The secondary teacher is continually called upon to develop test instruments to assess student learning. A common source for such instruments is the pool of items existing in departments, textbook guides, etc. These items are often in need of revision of adaptation. This skill will enhance the development of skills in the building of the larger unit test, which the student must demonstrate in Secondary Education 340.

Prerequisite Modules: Modules 1-4

Terminal Objectives:

a. Given ten examples of faulty test items in a variety of formats, the students will be able to identify a test construction error in at least seven of the ten cases and rewrite the ten items so that at least seven of them are in an improved and corrected form.

Preassessment:

Pre-class activity:

1. Student takes pretest at testing center.
2. Students read assigned materials (see Materials section).

In-class activity:

1. General analysis of item formats by instructional lecture.
2. Test critiqueing in small groups.
3. Large group clarification session.
4. Post-test.

Post-class activity:

1. Recycle students who fail to achieve minimum criteria on either objective.

Materials:

Readings: Statistics and Measurement in the Classroom, by Susan McFarland and Carl Hereford (pp. 87-114.)

Handout: "Advantages and Disadvantages of Test Items"

Other Resources: Transparencies and test critique packages.

Post Assessment: An Alternate 10 item test equivalent to the pretest.

Assessment and Evaluation: Module 5

Department: Secondary Education

Course: 310

Title: Constructing the Classroom Test

Rationale: In order to assess her chosen objectives and assess student progress, the teacher must write original evaluation items appropriate to those objectives. These items should be in a variety of formats and hierarchal levels.

Prerequisite Modules: Assessment and Evaluation: Objective 5a

Terminal Objective:

b. Taking a concept within her own subject area, the student will write two behavioral objectives at different hierarchal levels, and then write five appropriate evaluation items (in at least two different formats) to assess each of those objectives. Criteria: (1) the objectives must be written appropriately and at least two different hierarchal levels; (2) the items must be consistent with the objectives; (3) the items must include at least two different formats; (4) at least eight of the ten items must be written consistent with correct item construction.

Pre-Assessment:

Pre-class activity:

1. Student takes pre-assessment (optional).
2. Student reads assigned materials (see Materials section).

In-class activity:

1. Analysis of relationships between behavioral objectives, test items, and hierarchal levels.
2. Small group work on test construction.
3. Critique session on group work.
4. Small group work on equivalent activities.
5. Critique session on group work.

Post-class activity:

1. Recycle students who fail to achieve minimum criteria on objective.

Materials:

Readings: Statistics and Measurement in the Classroom, by Susan McFarland and Carl Hereford (pp. 87-114).

Other Resources: Transparencies, problem solving activities.

Post-Assessment: The student will hand in the completed objective within one week after the module is taught.

Assessment and Evaluation: Module 5

Department: Secondary Education

Course: 310

Title: Interpreting Classroom Test Results

Rationale: The test instrument is an information gathering device upon which the teacher must base her instructional decisions. Thus it is important that she be able to interpret test results in order to make appropriate curriculum decisions and to improve her assessment instruments.

Prerequisite Modules: Assessment and Evaluation: Objective 5a & b.

Terminal Objective:

c. Given pupil test results in problem formats, the student will choose the correct inference(s) with at least 75% accuracy in a four choice multiple choice format.

Pre-assessment: A pretest which evaluates the forgoing objective will be available at the testing center.

Procedures:

Pre-class acrivity:

1. Student takes pretest at testing center.
2. Student reads assigned materials (see Materials section).

In-class activity:

1. General analysis of test inference skills.
2. Test simulation exercises followed by examination of results.
3. Small group problem solving on equivalent activities.
4. Post-test.

Post-class activity:

1. Recylce students who fail to achieve minimum criteria on objective.

Materials:

Readings: Statistics and Measurement in the Classroom, by Susan McFarland and Carl Hereford (pp. 121-130).

Five page handout: Interpreting Test Results.

Other Resources: Transparencies and test simulations.

Post-Assessment: An alternate 15 item test equivalent to the pretest.

Module 6 of 7

Department: Secondary Education

Course: 310

Title: Analyzing the Learning Setting

Rationale: Education takes place in a dynamic social system composed of many roles and set in varying environments. In order to understand the interactive process of education one must also look at the roles involved in interactive and the educational surroundings. This module is designed to help students analyze the learning setting.

A. Given a case study made up of statements about a student in a school setting which reflect different levels of needs in Maslow's hierarchy, the 310 student will identify the specific level represented by each of the statements in the case by selecting the correct level from a list of four levels of Maslow's hierarchy. Each student should correctly identify 5 of every six statements given.

B. Given lists of statements reflecting Maslow's hierarchy of needs (see objective A) the 310 student will identify the need which should be dealt with first and/or the need which should be dealt with last. The student should do this without error.

C. Given a case study made up of examples of behaviors which reflect the use of defense mechanisms, the 310 student will identify the defense mechanism being employed in each behavioral example by selecting the correct mechanism from a list of four mechanisms. Each student should identify 8 of each 10 instances given.

D. Given a case study containing descriptions of attitude-related behaviors, the 310 student will identify the appropriate component of human attitudes (cognitive, affective, action) reflected in the behaviors described in the case study by matching the behavior with its appropriate attitude component. Each student should correctly match 8 of every 10 statements given.

E. Given examples of attitudes and behavior attributed to individuals or groups of people, the 310 student will discriminate between appropriate and inappropriate strategies or techniques for altering the given attitudes and behaviors using the principles from group dynamics and Newcomb's balance theory. This competency will be demonstrated by correctly labelling 8 of every 10 examples as appropriate or inappropriate to changing the given behavior or attitude.

Pre-Assessment: A 40-item multiple-choice test on objectives A-E.

Procedures:

1. Large group instruction to define needs theory and defense mechanisms.

2. Small group instruction to analyze behavior and prepare interpretations.

Terminal Objective F.

F. Given information relating to standardized tests and pupil performance on such tests, the student will identify the correct inference with at least 75% accuracy in a four-choice multiple choice format.

Pre-Assessment: A pretest which evaluates objective F will be available at the testing center.

Procedures:

Pre-class activity:

1. Student takes pretest at testing center (optional).
2. Students read assigned materials (see Materials section).

In-class activity:

1. General overview of standardized testing by instructional lecture.
2. Equivalent and analogous problem-solving activities in small groups.
3. Clarification and inquiry sessions in intermediate-sized groups.

Post-class:

1. Recycle students who fail to achieve minimum criteria on either objective.

Materials:

Readings: Statistics and Measurement in the Classroom, by Susan McFarland and Carl Hereford (pp. 1-7, 29-32, 43-47, 161-163, 168 (validity), 170-172, 175-182, 183-189, 191-198, 213-224, 225-232).

"The Responsible Use of Tests," Educational Researcher, Vol. 1, No. 10, October, 1972 (pp. 3-4).

"Barrio Test of Verbal Abilities (Form A)" Educational Leadership, November, 1972 (pp. 169-170).

Other resources: Transparencies, problem-solving activities.

Post-Assessment: An alternate 30-item test equivalent to the pretest.

Module 7

Department: Secondary

Course: 310

Title: Field Performance: A Synthesis

Rationale: This module is designed to allow you to demonstrate the ability to apply the skills learned in previous modules. The application tasks are integrated with field experiences such that the consequences of successful application may readily be seen.

Terminal Performance Objectives:

A. In your classroom, choose 3 students, observe and identify in writing, at least 4 behaviors each. From these behaviors, make a related inference (or inferences) about each student.

B. Identify 3 of the teachers objectives. (If objectives are not present, infer them from the assessment). Indicate if each component (ABCD) is present. Supply missing components, and rewrite components that do not reach criteria.

   1. Indicate any missing.

C. For 2 different randomly chosen lessons in your classroom:

   1. Identify each component of the instructional model.

   2. Indicate any missing components.

   3. Indicate with specific examples, how you could complete the model.

   4. Also indicate if:

      a. Evaluation matches objectives.

      b. Pretest matches objectives.

      c. Teaching matches the objectives.

      d. Evaluation matches the objectives.

      e. On what basis were the objectives chosen.

D. Analyze the instructional design and implementation of a lesson which was not successful (students did not achieve objectives). Using each component of the teaching model, hypothesize why instruction was not successful. (Page 9 on the Module on the Instructional Model will help you with this.)

E. Specify and classify the student activities taking place in two classes you have observed. Include the specific student activity, taxonomic level (Bloom), and a short explanation of your classification.

F. Analyze a classroom test, classify the taxonomic level and rewrite any items not meeting the criteria for test items in module 5a.

G. Observe students and identify 5 specific behaviors and make 5 inferences as to the needs (reasons) behind each behavior above.

H. Design a module for your class or for any learning activity you choose which includes each of the following components:

1. Title
2. Department.
3. Overview.
4. TPO's and Enabling Objectives in ABCD format.
5. A pretest-posttest for the objectives.
6. A list of at least 3 possible learning activities, and
7. Recycling procedures.

Name _____

Module # _____

Assessment and Evaluation

Objectives 5A and 5C Pre Assessment

Directions: Part 5A consists of completion items. You will be given a series of faulty test items and asked to identify a test construction error in the sample and write an approved, corrected version of the error.

Given the following test item:

If we go to the store with $1.00 and buy 8 oranges at 5¢ each, we would have left:

(1) $1.00
(2) 60¢
(3) 10¢
(4) nothing

1. Idneitfy a test construction error: _____

_____

_____

2. Write a corrected version of the error _____

_____

_____

Given the following item:

For what is Thomas Jefferson most famous?

(1) Legislator of Virginia
(2) President of the United States
(3) Revolutionary War Hero
(4) Fullback for the New York Giants

3. Identify a test construction error _____

_____

_____

4. Write a corrected version of the error _____

_____

_____

Given the following item:

___True or False___ The St. Lawrence River (which flows south) is located in North America.

5. Identify the test construction error _____

_____

_____

6. Write a corrected version of the error _____

_____

_____

Given the following item:

___True or False___ The Civil War would not have occurred if Lincoln's opponent was elected in 1861.

7. Identify the test construction error _____

_____

_____

8. Write a corrected version of the error _____

_____

_____

Given the following item:

The names of the last four Presidents of the United States in order of their election were _____, _____, _____, and _____.

9. Identify a test construction error _____

_____

_____

10. Write a corrected version of the error _____

_____

_____

Given the following item:

_____ is the current president of the United States and is a _____.

11. Identify an error in test construction _____

_____

_____

12. Write a corrected version of the error _____

_____

_____

Given the following item:

Match the following:

__1.	Invented the telephone	A.	Thomas Jefferson
__2.	Invented the cotton gin	B.	Alexander Graham Bell
__3.	Wrote Declaration of Independence	C.	James Madison
		D.	Eli Whitney
__4.	President of the United States	E.	Thomas Paine
		F.	Marie Curie

13. Identify a test construction error _____

_____

_____

14. Write a corrected version of the error _____

_____

_____

Given the following (essay) item:

Compare the administrations of President Kennedy and President Nixon in terms of international relations.

15. Identify the test construction error _____

_____

_____

16. Write a corrected version of the error _____

_____

_____

Given the following essay item:

Why do birds fly south?

17. Identify the test construction error _____

_____

_____

18. Write a corrected version of the error _____

_____

_____

Given the following item:

North America
a. is a flat, wet country
b. exports coffee
c. is smaller than Australia
d. has a larger population than South America

19. Identify the test construction error _____

_____

_____

20. Wirte a corrected version of the error _____

_____

_____

Directions: Part 5C consists of fifteen multiple-choice items. You are to indicate your choice of the best response by circling the letter in front of the response.

Given the following: Ms. Black is a ninth grade teacher who has just taught a set of concepts on propaganda in social studies. At the conclusion of the "unit" you give the student a test based on the concpets. The ten questions are analyses, i.e., the students must recognize different propaganda devices in compositions they have not seen before. The results show a wide disparity. Three children score 100 and five others score between 70 and 90. Twenty children score less than fifty, with fifteen of these under 30. (Partial credit is given on questions). After several days of indecision on your part, the students ask you what grade they received on the test.

1. The results of the test indicate that:

   a. The majority of students can recognize these propaganda devices in class but they cannot recognize them under test conditions.
   b. Most of the students can recognize most of the propaganda devices in other peoples' writing.
   c. Most of the students cannot recognize most of the propaganda devices in other peoples' writing.
   d. None of the above is true.

2. From these results, we can legitimately infer

   a. Most of the students were not interested in the material
   b. Most of the students were interested in the material.
   c. The teacher was not interested in teaching the material.
   d. None of the above.

3. Ms. Black's giving partial credit will most likely reinforce which of the following student behaviors:

   a. the students' speed in completing the test
   b. the students' likelihood to cheat
   c. the students' attempts to complete the problems
   d. all of the above

4. The results indicate that

   a. Most students did not study for the test
   b. The teacher did not spend much time preparing to teach the skills
   c. With such a wide distribution of scores, the test must have been valid
   d. The basic skills desired were not demonstrated on most of the problems by most of the students.

5. With regard to the students to write their own propaganda using these techniques we can infer that

   a. Most of the students could demonstrate minimal skills in this area.
   b. A few of the students could demonstrate minimal skills in this area.
   c. None of the students could demonstrate minimal skills in this area.
   d. We do not know what skills students could demonstrate in this area.

Given the following:

You are a preschool teacher and administer a pretest to your 35 students to determine if they recognize basic shapes (circles, squares, triangles, et.al.). Each of the 20 oral questions you ask requires the student to identify the correct shape from three different examples. The test results show the following distribution.

No. Correct	No. of Students	No. Correct	No. of Students
1	0	11	0
2	0	12	0
3	1	13	1
4	2	14	0
5	5	15	2
6	4	16	1
7	7	17	0
8	5	18	1
9	2	19	2
10	1	20	1

6. It is clear from the results that

   a. A majority of the students demonstrated some ability in recognizing shapes.
   b. A majority of the students did not demonstrate any ability in recognizing shapes.
   c. About half of the students need remedial sessions.
   d. None of the above is true.

7. From these results, we can legitimately infer

   a. Most of the students have a relatively low interest in recognizing shapes.
   b. Most of the students have a relatively high interest in recognizing shapes.
   c. The students have a wide variety of interest in recognizing shapes.
   d. None of the above.

8. If a student were to blindly guess on a test in this format

   a. He would very likely score on or around 7.
   b. He would very likely score on or around 10.
   c. He would very likely score between and 15.
   d. No meaningful estimate could be made as to his likely score.

9. The results indicate that

   a. About half the students have about half the necessary skills in recognizing shapes.
   b. Eight of the students have at least two-thirds of the necessary skills in recognizing shapes.
   c. All of the students have at least some of the necessary skills in recognizing shapes.
   d. No meaningful statement can be made about what portion of the students have what portion of skills.

10. Which one of the following changes would have been most likely to lower the average score on the test?

   a. Decreasing the number of choices for each item.
   b. Increasing the number of choices for each item.
   c. Giving an equivalent form of the test to the students the next day.
   d. None of the above would have been likely to lower the average score.

Consider the following item analysis data from four multiple choice questions, each with four choices. The numbers indicate the number of students choosing that choice, and the circled number is the correct answer. Ninety students took the test.

	A	B	C	D
Question 1				
Upper 1/3	6	(24)	0	0
Lower 1/3	4	(22)	4	0
Question 2				
Upper 1/3	(12)	4	7	7
Lower 1/3	(9)	8	9	4
Question 3				
Upper 1/3	(23)	4	2	1
Lower 1/3	(14)	8	4	4
Question 4				
Upper 1/3	6	(16)	6	2
Lower 1/3	22	(6)	2	0

11. In examining the success index of these questions, it can be argued that the sequence of these questions should be:

   a. 1, 2, 3, 4
   b. 2, 1, 3, 4
   c. 1, 3, 4, 2
   d. 3, 1, 4, 2

12. Which of the items shows the greatest high-low discrimination?

    a. One
    b. Two
    c. Three
    d. Four

13. Which of the items overall has the least effective distractors?

    a. One
    b. Two
    c. Three
    d. Four

14. Which of the items has the most evidence to indicate that it should be removed from the test?

    a. One
    b. Two
    c. Three
    d. Four

15. Which of the items overall looks the strongest?

    a. One
    b. Two
    c. Three
    d. Four

Name _____

Module # _____

Assessment and Evaluation

Objective 5B Pre-Assessment

Directions:

(1) Select a concept that you might teach within your subject area.

(2) Write two (2) behavioral objectives at different hierarchical levels of Bloom's Taxonomy. (For example, one at comprehension level and one at the analysis level.) Use ABCD format to write your behavioral objectives.

Behavioral Objective 1

Behavioral Objective 2

(3) Write five (5) appropriate evaluation items to assess each objective you wrote earlier. You must use at least two different item formats. (For example you write five multiple choice items for objective 1 and five matching items for objective 2).

Items for Objective # 1

Items for Objective #2

You may use the back of this sheet to write responses.

Name _____

Module # _____

Analyzing Learning Setting

Objective 6F Pre Assessment

Given the following: Two students in your eighth grade class, John and Mary, have presented you with problems in their math work, and you obtain the following information in the hopes of dealing with their difficulties. John scores 100 on one intelligence test and Mary scored 95 on another. Both took the same achievement test, with John scoring at the 8.6 grade level and Mary at the 7.8 grade level.

1. This data indicates that:

   a. John is capable of doing higher level math problems than Mary.
   b. They are both capable of doing about the same level of math problems.
   c. Neither of the students is capable of doing higher level math problems.
   d. None of the above.

2. It can be reasonably inferred from the data that:

   a. John is slightly smarter than Mary
   b. John tried harder on the tests than Mary
   c. Both are in the average range of measured intelligence
   d. Both a and b are true.

3. If John were to take the same intelligence test that Mary took:

   a. he would very likely score 100
   b. he would score very close to Mary's score
   c. he would likely score in the average range of measured intelligence
   d. he would likely score at least 10 points higher than Mary

4. It can reasonably be inferred from the test data that:

   a. neither is working up to their ability in math
   b. Mary but not John is working up to her ability in math
   c. Both are working up to their ability in math
   d. None of these.

5. The additional data which would be helpful to us would be:

   a. The arithmetic reasoning scores on the intelligence tests
   b. The arithmetic achievement sub-test scores on the achievement test
   c. Both a and b
   d. none of the above.

Given the following: Sally, a tenth grader, took a comprehensive English skill test and showed the following results on the sub tests:

   a. 68th percentile in reading speed
   b. Grade equivalent of 10.5 in reading comprehension

c. The 8th stanine in vocabulary
d. Two standard deviations above the mean in word choice skills.

6. From these results, it is reasonable to assume that

a. Sally did better in reading comprehension than in vocabulary
b. Sally did better in vocabulary than in reading comprehension
c. Sally did about the same in both areas
d. No comparison of the two skills can be made because stanines can't be translated to grade equivalents

7. Compared with the test norm group, Sally's best performance was shown in the skill area of

a. reading speed
b. reading comprehension
c. vocabulary
d. word choice skills

8. Compared with the test norm group, Sally's poorest performance was shown in the skill area of

a. reading speed
b. reading comprehension
c. vocabulary
d. word choice skills

9. It may reasonably be inferred that Sally's best classroom performance occurs in:

a. reading speed exercises
b. reading comprehension exercises
c. vocabulary exercises
d. none of the above; no such inference could be reasonably drawn

10. When comparing Sally's general reading and writing skills, it is likely that she would do better in:

a. a reading skill task
b. a writing skill task
c. about the same in each
d. cannot be meaningfully estimated

- continued -

Given total class data on three achievement tests:

Grade Equivalents for Thirty Grade-6 Pupils

National Grade Equiv.	Reading	Language	Math
10.0-10.4	1		
9.5-9.9	2		
9.0-9.4			
8.5-8.9	1	1	
8.0-8.4	2	1	
7.5-7.9	3	1	
7.0-7.4	2	5	1
6.5-6.9	1	6	4
6.0-6.4	7	7	8
5.5-5.9	2	6	9
5.0-5.4	3	2	3
4.5-4.9	2		4
4.0-4.4	2	1	1
3.5-3.9			
3.0-3.4	2		

Also given the following data on one student, John Sanders:

Test	National Grade Equiv.	Percentage below Sanders' grade equiv.
Reading	10.1	96
Language	8.4	95
Math	7.1	96

11. The data indicates about John's classroom work that:

    a. He is far more superior in reading skills than he is in math skills
    b. He is about equal in math and reading skills
    c. He is far more superior in math skills than in reading skills
    d. You cannot decide about his reading and math skills from the data given.

12. The class test results also suggest that one of the following inferences may be drawn:

    a. Eleven ofthe pupils are ready to do seventh grade reading.
    b. Five of the pupils are ready to do seventh grade reading.
    c. Two of the pupils are ready to do seventh grade reading.
    d. You cannot tell from the data who is ready for seventh grade reading.

13. Which of the following inferences about John Sanders' performance is correct:

    a. John is an "A" student who receives 96% on his report card.
    b. John scored better than 96% of his classmates on the math test.
    c. John is the best student in the class.
    d. You cannot make any of the above inferences from the data.

14. Walter received a language grade equivalent socre of 8.6, math 6.8, reading 8.0. Which of the following inferences is correct?

    a. Walter and John are students with equal achievement in language skills.
    b. Walter is better in language skill achievement than John.
    c. Walter is not as good in language skill achievement as John.
    d. You cannot make any of the above inferences from the data.

15. The data also indicate that:

    a. Eleven pupils need remedial help in reading.
    b. Most of the students performed below grade level in math.
    c. Most of the pupils are doing satisfactory classwork in all subject areas.
    d. Over one-third of the class needs work in math computation.

Name _____

Module # _____

Instructional Module Test

Post-Assessment

In each of the following examples, indicate the appropriate component of an instructional module by writing its label or a descriptive term in the blank.

I. The following module components were taken from a high school business education course.

In each of the following examples, indicate the appropriate component of the instructional model.

_____1. Upon completion of instruction and with no aids, the third year business student will be able to write a business letter. The following components must be present in the letter: heading, greeting, body, closing, and signature.

_____2. On this blank piece of paper, in 15 minutes, type a business letter to a firm asking for information on a trip to Rio. Use one of the acceptable forms presented in class.

_____3. The teacher presented different forms of business letters and asked students what they had in common. She also presented scrambled letters and asked the students to be able to put them back in proper order. This was done in small groups so students could help each other organize acceptable letters.

_____4. Most of the students taking this business course are taking it because they want to be professional secretaries. One of the most important skills of a good secretary is writing a business letter in the proper form.

_____5. On the first day of class, the teacher asked each student to write a business letter in an acceptable form without the use of any resources.

II. These module components are taken from a college physical education course in swimming.

_____6. When given a video tape of their own swimming of four different strokes, each student in the advanced swimming class will be able to evaluate his won swimming style by using the criteria and picto-diagrams of each stroke on pages 20-27 of Fundamentals of Physical Fitness. The student's evaluation should include statements of both how the student's behavior matched or did not match the criteria and diagrams.

_____7. All of the students in the class watched movies of expert swimmers and practiced making evaluations using the criteria and diagrams.

_____8. Before they could sign up for the swimming course, the instructor of the advanced swimming class asked each student applying to swim the length of the pool. Those not able to swim the length of the pool with ease and confidence were asked to sign up for a beginning course.

_____9. "Each student should sign up for his appointment now. Bring your text, Fundamentals of Physical Fitness to your appointment in the video-tape lab and bring your evaluation forms to be filled out using the video-tape of your own tape. This should be completed before the last day of exam period."

_____10. The teacher demonstrated each of the required strokes and discussed a tape of his performance.

III. The following refer to a unit on MIBS (a type of poem).

_____11. Given a list of eight examples of MIBS and other types of poetry, the student will be able to correctly identify the MIBS, getting 7 of 8 correct.

_____12. Following is a list of MIBS and other types of poetry. Place an X in front of the MIBS.

_____13. Explain to the students what a MIB is, give the attributes (characteristics) of a MIB, and 5 examples. Present examples of MIBS and other types of poetry and ask the students to identify those that are MIBS. Ask them to define MIBS in their own words.

_____14. MIBS are exciting and novel poems which are easy for students to write and fun to read and create. It is hoped that this unit on MIBS will stimulate student interest, creativity and thinking as well as learning about poetry.

_____15. Write a creative MIB of your own about any topic you choose. Remember that MIBS have a special form, rythm and rhyme. Before turning in your MIB, check that it fits these three criteria.

IV. Below is an actual module you will have later on in this course. All its components are left blank. Please fill in each blank component of a module by writing in the appropriate label for each element in the module below.

V. One of your roommates has been given the module above in one of his classes too. However, he has not had instruction on what modules are and how they should be used to guide student learning. Write on the back of this page a description of how he should use the module aobve. Include each of the following:

1. Using behavioral objectives to guide student learning.
2. Teaching and testing for objectives.
3. Learning and teaching activities to meet objectives.
4. Recycling after a post-evaluation.

Name _____

Module # _____

Behaviors and Inferences

Post-Assessment

I. Below are a list of problem statements gathered by a group of teachers. Identify each of the problem statements as a behavioral statement (B) or an inference (I).

_____1. Hans is just not motivated by school work.

_____2. Neil was late to school four times last week.

_____3. Mr. Latke does not make science and math relevant to his students.

_____4. Whenever Miss Brown asks for student ideas for unit topics and assigned schoolwork, Nancy and Mike do not turn in anything.

_____5. Lorraine demonstrated some type of aggressive behavior in class 15 times today.

_____6. Mrs. Brubaker is uncomfortable when leading a class discussion in social studies.

_____7. Seymore still has not mastered the 10 required objectives for this last unit.

_____8. The parents of my slower students have not come to school conferences at all this year.

_____9. The principal often paddles students because he does not want them to get out of hand.

_____10. Johnny is a poor student but it is easy to see why when you look at his homelife.

II. Which of the following are characteristics of statements stated in behavioral terms (B) and which are characteristics of inferences (I).

Behavioral/inference statements have the following characteristics:

_____11. are observable in some way.

_____12. are assumptions about the real world.

_____13. attempt to explain why things happen.

_____14. attempt to explain how things might be.

_____15. statements of hypothetical causes and/or solutions.

_____16. statements of actual actions or occurrences.

_____17. can be measured.

_____18. include statements about inner feelings and attitudes.

_____19. what people think happened.

_____20. statements of why people behave.

III. Watch the short film or read the episode about teaching. Write in your own words at least five behavioral statements and five inferences related to problems you see in the film or episode. Please make each behavioral statement relate to an inference rather than having 5 nonrelated behavioral statements and 5 unrelated inferences. That is, write 5 behaviors and then make an inference about why the behavior is taking place; or write 5 inferences and then state a behavior that supports what you have said.

Name _____

Module # _____

Post-Assessment - Part I

Behavioral Objectives

Section I

From the statements below, you are to indicate those which are educational goals by marking in Column one on your answer card beside the number corresponding to the item number. You are to indicate behavioral objectives by similarly marking Column Two on your answer card.

1. Eleventh grade language arts students will be able to write an original Haiku poem, following the three line format and using the 5-7-3 syllabication.

2. Given a list of 15 countries and a list of the six continents, the ninth grade geography students will match countries to their respective continents with no more than 2 errors.

3. The twelvth grade history students will develop an interest in our nation's past.

4. The eleventh grade science students will actively seek applications of experiments from the past to solutions of modern day problems in science.

5. The ninth grade students will have a complete knowledge of algebra.

6. Twelvth grade students will show an appreciation for reading by voluntarily checking out three or more library books in a two month period.

7. The eighth grade students will have a good understanding of the four stages of the moth life cycle, having been exposed to the teacher's presentation and a filmstrip on that topic.

8. The ninth grade language arts Students will gain an understanding of the use of verbs as action words.

9. Students in the twelvth grade math class will obtain knowledge of our number system and will know how to place groups into sets and unions.

Section II

The following are segments of ABCD stated objectives. Below each segment are listed the four basic components which should be included in a well-stated objective. Identify the A, B, C, or D component which best represents each of the objective segments by marking your answer card beside the corresponding item number with column 1 for A, column 2 for B, column 3 for C, and column 4 for D.

AMPLE: An eighth grade math student working on a contract in long division

A. Audience
B. Behavior
C. Condition
D. Degree

Answer sheet: 1 2 3 4 5

10. Given the use of a slide rule and a table of logarithms

A. Audience
B. Behavior
C. Condition
D. Degree

11. Read a short story and write out a plot description.

12. Answer correctly 10 of the 15 questions asked.

13. A seventh grade social studies student who reads at fourth grade level but has a high mechanical aptitude.

14. Develop plans for and construct a model of a Navaho hogan (dwelling).

15. Given a chart or pie graph showing what happens to the price of products when demand increases (and supply remains constant).

Section III - Objective III

From the following list of objectives, you are to identify <u>those which are behaviorally stated</u> through the criteria of audience, behavior, conditions and degree <u>by marking column</u> one beside the answer card number corresponding to the item number. You are to indicate those objectives <u>which do not meet these criteria</u> by similarly marking column two.

16. A seventh grade social studies student in Crosswalh School will draw and paint that presents to other students a specific set of data or geographic principle. He will use the correct geographic symbols to represent necessary data on his map without error and will paint using his own color code on the map different cities or regions.

17. A ninth grade home economics student with 2 years of 4H experience in sewing will illustrate 5 basic hem stitches and 5 decorative stitches (by preparing separate cloth swatches). Each swatch will illustrate one type of stitch. The stitches will match textbook illustrations. The student will have 1 week in which to prepare the stitch samples.

18. The ninth grade boys PE class, who have just completed a unit of baseball and have played in the junior high league, will enjoy listening to all games being played in the World Series.

19. Given their business education texts and an electric typewriter, the twelveth grade advanced typing classes at GHHS will type a formal business letter from a written set of shorthand notes provided by the teacher. The letter must include no punctuation or typographical errors and be completed in one-half hour.

20. Given ten single digit multiplication problems, the ninth grade math student will diagram correctly the sets and intersections in the problems.

21. After completing a unit on the geometric shapes present in our words, the eighth grade math student will appreciate the beauty of these shapes when given colorful pictures of at least five different shapes used in architecture.

22. The tenth grade English student, who walks at least 4 blocks to school 2 out of 5 mornings per week, will explain in writing (at least 3 sentences) the most frequent route he used. Another classmate must be able to follow his written directions by either walking the route correctly or being able to orally describe how he would follow the directions.

23. Given a principle or generalization, an unfinished story, and four alternative endings to the story, the eighth grade science student will show that he knows how to apply the generalization to deciding how the story would end if the generalization was true.

24. Given a topographical map of an area showing elevation, soil type, and bodies of water, the eleventh grade geography student will place the corresponding letter for each of the following on the most likely cite for:

1) Contour farming to prevent soil erosion.
2) Irrigated farming
3) Trading center

The student's locations must fall in the designated range for each of the above on a transparent answer key which was developed according to the geographic principles studied in the unit.

25. When called upon to do so the student will define the concepts, Declaration and Independence.

Section IV - Objective 5

Below are listed terms commonly associated with the domain (or classifications) of behavioral objectives. You are to identify those associated with the cognitive domain by marking column one of your answer card; those associated with the affective domain in cloumn two; and those associated with psychomotor in column three. Respond for each beside the number on the answer card corresponding to the item number.

26. motor skill

27. feeling

28. value

29. attitude

30. memory

31. coordination

32. attentiveness

33. comprehend

34. understand

35. knowledge

Section 5 -- Objective 6

Classify each of the following objectives by marking your answer card in column one for cognitive, column two for affective, and column three for psychomotor; beside the number corresponding to the item number.

EXAMPLE:

High school students (audience) will show increased sportsmanship by refraining from boos and hisses (behavior) at athletic contents (conditions). A significant decrease in the number of boos will indicate accomplishment of the objective (degree).

1	2	3	4
||	||	||	||

36. Ninth grade students beginning a unit on pollution (audience), will come to value an unpolluted environment. Their concern for pollution will be measured by the way they discard papers, wrappers, etc. (behavior).On an outing where they are given individually wrapped candy and do not know that their paper discard behavior is being observed (conditions) the number of wrappers thrown on the ground will be significantly less tha during a previous outing(degree).

37. High school Beginning Physics students (audience) will use Ohm's law to determine either the voltage, current or resistance ina DC circuit when given two of the values (conditions). The answer must use correct sequence used in solving the problem must be one of the two acceptable four step processes given in class (degree).

38. Art I Calligraphy students (audience) will use a one-quarter inch lettering brush (conditions) to produce the gothic letters C, D, O and S (behavior). The letters will be of uniform width and well proportioned. Students will print ten of these letters in less than one minute (degree).

39. Tenth grade Physical Education students (audience) will show their respect for the rules of athletic games and good sportsmanship by not arguing with referees or booing during any game played in the class (behavior). The students will have no knowledge of the observation of their behavior (condition). The objective will be considered accomplished if an average of 90% of the class show a decrease in arguing and booing from an initial observation to a second observation one month later (degree).

40. Junior high school algebra students in the honors section (audience) will calculate (behavior) the area of a variety of simple polygons when given relevant dimensions (conditions). Both their formulation of the problem and their answer must be correct (degree).

End of Part I of the preassessment. Students should now get Part II of the preassessment.

Name _____

Module # _____

Post-Assessment - Part II

Behavioral Objectives

Objective 4

Below each of the following objectives, you are to rewrite them, if necessary, so that they include audience, behavior, conditions and degree. If an objective is complete as it is written, write "complete" in the space provided.

1. At the conclusion of the art unit, all students will define "intensity" and "hue".

A.

B.

C.

D.

2. Given a micro-projector and at least two slides, the tenth grade biology student will demonstrate that he can set up, and adjust focus of the projector, place and remove slides from the stage touching only edges (when asked by the teacher).

C.

A.

B.

D.

3. Given four problems having at least six random numbers, the senior math student will be able to compute the mean, median, and mode for each of the sets of numbers.

A.

B.

C.

D.

4. The teacher wants her students to know the concept of peninsula, since it is an important idea that a seventh grade geography student ought to know.

A.

B.

C.

D.

5. Students will correctly identify the verbs in each of 10 sentences.

   A.

   B.

   C.

   D.

In the spaces provided below, write two properly stated affective behavioral objectives according to ABCD cirteria in your major field of teaching.

6. Affective objective # 1:

   A.

   B.

   C.

   D.

7. Affective objective # 2:

   A.

   B.

   C.

   D.

Objective 9

In the space below, write two properly stated psychomotor behavioral objectives according to ABCD criteria.

8. Psychomotor objective # 1:

   A.

   B.

   C.

   D.

9. Psychomotor objective # 2:

A.

B.

C.

D.

Name _____

Module # _____

Assessment and Evaluation

Objective 5A Post Assessment

Directions:

1. Given below are ten sample faulty test items. You are to identify a test construction error in each sample item and write an approved, corrected version of each error.

1. The most famous of the explorers of the New World was:

   a. Cabot
   b. Erikson
   c. Columbus
   d. Cortez

Identify a test construction error _____

_____

_____

Write a corrected version of the error _____

_____

_____

_____

2. (T-F) If heat is added to salt water at normal room temperature (at sea level) the water must eventually boil out the sodium and chloride, leaving only some residual Nitrogen and any impurities the water might have.

Identify a test construction error _____

_____

_____

Write a corrected version of the error _____

_____

_____

_____

3. The Renaissance began in the year _____?

Identify a test construction error _____

_____

_____

Write a corrected version of the error _____

_____

_____

_____

4. Compare and contrast the Mexican and Spanish-American Wars.

Identify a test construction error _____

_____

_____

Write a corrected version of the error _____

_____

_____

_____

5. The most important cause of overweight is:

a. overeating
b. lack of exercise
c. unbalanced diet
d. all of these
e. both a and b

Identify a test construction error _____

_____

_____

Write a corrected version of the error _____

_____

_____

_____

6. If two boys each had $5.00 in their pockets and wanted to buy a book costing $8.75, paying 4% tax, how much money would they have left?

Identify a test construction error _____

_____

_____

Write a corrected version of the error _____

_____

_____

_____

7. The most popular President of the United States was:

a. John F. Kennedy
b. Thomas Jefferson
c. Abraham Lincoln
d. Franklin Roosevelt

Identify a test construction error _____

_____

_____

Write a corrected version of the error _____

_____

_____

_____

8. The greatest composer of piano concertos was _____?

Identify a test construction error _____

_____

_____

Write a corrected version of the error _____

_____

_____

_____

9. (T-F) The biggest carnivorous amphibious mammal we studied living on the North American continent today is the Grizzly Bear.

Identify a test construction error _____

_____

_____

Write a corrected version of the error _____

_____

_____

_____

10. Consider the following characteristics:

a. heavily industrialized
b. dense population
c. large unpopulated spaces
d. high agricultural production
e. marked seasonal weather changes

Match these characteristics with the following states.

a. California
b. Texas
c. New York
d. Montana
e. Ohio

Identify a test construction error _____

_____

_____

Write a corrected version of the error _____

_____

_____

_____

Name _____

Module # _____

Assessment and Evaluation

Objective 5C Post Assessment

Directions:

This is a multiple choice test. Indicate your choice of the best response by circling the letter in front of the response.

Given: After a unit on multiplication, Mr. McDonald gives a ten problem test to his students. There are no easy problems as he doesn't want to "give any points away." All problems require the students to demonstrate application level skills. The test results show a wide disparity. Six students get seven or more problems correct, but the remaining 24 students score three or less correct and 8 get zero. No partial credit is given, as Mr. McDonald believes that "you only get paid for right answers in life."

1. The results from Mr. McDonald's test show that:

   a. few people studied for the test.
   b. most students were not interested in the material.
   c. most students cannot solve application math problems.
   d. all of these are true.

2. The results indicate:

   a. most students cannot do basic multiplication.
   b. most students cannot do basic addition and subtraction.
   c. We do not know whether students can do basic addition, subtraction or multiplication.
   d. both a and b are true.

3. Mr. McDonald's rule of not partial credit on problems will likely reinforce which of the following?

   a. the student's reluctance to complete problems.
   b. the student's cheating.
   c. an overall increased effort on the student's part.
   d. both a and b.

4. With regard to student learning demonstrated on this test, it can be inferred from the results that:

   a. all students demonstrated <u>some</u> math skills.
   b. most students do not have the ability to do application level math problems.
   c. a few of the students are good guessers and the rest are unlucky.
   d. most students need additional practice in application level problems.

5. The most important problem presented by these test results is the lack of information for:

   a. diagnosing specific learning needs of individual students.
   b. assigning grades to the students.
   c. determining resource material for the curriculum.
   d. assessing teacher performance in the unit.

Given: At the end of a Geography unit, Mrs. Jones gives her seventh grade class a 60 item multiple choice test to evaluate her students' knowledge and understanding of the facts and concepts she taught. Each item has four choices. The post test results show the following distribution of scores for her 30 students:

Number of Correct Answers	Number of Students	Number of Correct Answers	Number of Students
1 - 10	3	31 - 35	2
10 - 15	8	36 - 40	2
15 - 20	6	41 - 45	1
21 - 25	2	46 - 49	3
26 - 30	1	50 - 60	1

6. It is clear from the results that:

   a. a majority of the students demonstrated some knowledge and understanding of the material.
   b. a majority of students demonstrated some knowledge of the material, but significantly fewer demonstrated any comprehension of the material.
   c. all but one student were very likely guessing as to the answers.
   d. a majority of the students did not demonstrate any knowledge or understanding of the material.

7. Which one of the following changes would have been most likely to raise the average score on the test?

   a. decreasing the number of choices on the multiple choice items.
   b. increasing the number of choices on the multiple choice items.
   c. giving an essay test instead of a multiple choice test.
   d. spending more time in teaching the material to the students.

8. From these results, it is apparent that:

   a. few students were interested in the material taught.
   b. a majority of the students were interested in the material taught.
   c. the interest level of the students was negatively correlated with their amount of learning.
   d. no meaningful statement about the student level of interest can be made.

9. The results indicate that:

   a. 9 of the students know at least half of the material taught.
   b. 20 of the students know less than one half of the material taught.
   c. 5 of the students know at least two-thirds of the material taught.
   d. no inferences can be made as to the amount of the material taught which was learned by the students.

10. If a student were to blindly guess on a test in this format:

   a. he would very likely attain a score of between 10 and 20.
   b. he would very likely receive a score at or around 30.
   c. he would very likely receive a score between 35 and 45.
   d. no meaningful estimate could be made as to the likely range of his score.

Given: Consider the following item analysis data from four multiple choice questions, each with four choices. The numbers indicate the number of students choosing the choice, and the circled number is the correct answer. Ninety students took the test.

Question 1

	A	B	C	D
Upper 1/3	2	(26)	1	0
Lower 1/3	3	(25)	3	1

Question 2

Upper 1/3	4	(17)	6	3
Lower 1/3	8	(8)	8	6

Question 3

Upper 1/3	0	(23)	7	0
Lower 1/3	4	(13)	13	0

Question 4

Upper 1/3	8	(15)	0	6
Lower 1/3	4	(17)	9	0

11. In examining the success index of these questions, it can be argued that the sequence of the questions should be:

   a. 1,3,4,2
   b. 1,4,3,2
   c. 2,3,4,1
   d. 4,1,3,2

12. Which of the items shows the poorest high-low discrimination?

a. One
b. Two
c. Three
d. Four

13. Which of the items overall has the most effective distractors?

a. One
b. Two
c. Three
d. Four

14. Which of the items has the most evidence to indicate that it should be kept on the test?

a. One
b. Two
c. Three
d. Four

15. Which of the items overall looks the weakest?

a. One
b. Two
c. Three
d. Four

Name _____

Module # _____

Analyzing Learning Setting

Objective 6A, 6B, 6C, 6D

Post Assessment

Robert is 15 years old and in the 10th grade. His test scores and previous work in school indicate that he is capable of doing average and above average work. ...(1) For the past two years, he has been doing poor and failing work in most of his school subjects. ...He has a younger sister and younger brother. They all live with their mother and step-father. The mother separated two years ago. The step-father never really "accepted" the children. There are serious problems within the family. The step-father is not regularly employed, he is partially disabled, and the family sometimes has to depend upon public assistance for both food and clothing...(2) Robert feels a sense of shame, both over his family situation (which is well known in the community) and about the clothing he wears, which are not stylish. The step-father drinks excessively and physically abuses both the mother and the children. On several occasions, Robert has come to school with bruises on his body as a result of being beaten by his step-father...(3) He has become resentful of this treatment and takes out much of his hostility on everyone else, including the teachers and his classmates. ... (4) He exhibits both anxiety and irritability over this state of affairs. ... (5) Lately, Robert has begun to avoid any interaction with most everyone in school. He sits alone in class, rarely talks to others, and he refuses to participate in group activities unless directed to do so by the teacher. ... (6) He has recently begun to spend a great deal of his time in the shop teacher's class, even though he does not take the course. Indeed, he even "cut" some of his other classes and spent those class periods in shop class until it was discovered that he was doing so. When asked why he did it, he replied that the shop teacher was the only teacher in school who really "cares about kids and tries to understand them," especially himself. ...(7) When the shop teacher asked him not to "cut" class anymore, he willingly complied, promising him that he would not do it again. ... (8) Two days following this incident, the English teacher noticed that Robert seemed to be preoccupied with other thoughts during her class period, which was at 9 A.M. When she asked him what was wrong, he indicated that he had not eaten breakfast, and that he was hungry. ... (9) He was embarrassed by having to tell the teacher what was wrong with him. ...(10) On a subsequent occasion, Robert approached the shop teacher and requested that he be allowed to participate in the shop class during his free period. The shop teacher agreed. Robert later voluntarily designed and completed an excellent project in the class. The teacher judged it as being one of the best he had seen, and placed it on display in the showcase in the hall. The pride and satisfaction of Robert's accomplishment could be seen in the glow on his face for several days.

1. The need-deficit reflected in (1) is most probably

    1. love and belonging
    2. self-actualization
    3. physiological
    4. safety

2. The need-deficit most directly reflected in (2) is most probably

   1. self-actualization
   2. physiological
   3. esteem
   4. approval by others

3. The need-deficit reflected in (4) is most probably

   1. physiological
   2. approval by others
   3. safety
   4. self-actualization

4. The need which Robert is most probably attempting to meet in (6) is

   1. physiological
   2. approval by others
   3. self-actualization
   4. love and belonging

5. The need which is most probably reflected by the behavior described in (7) is

   1. physiological
   2. approval by others
   3. self-actualization
   4. esteem

6. The need-deficit reflected in "problem" (8) is most probably

   1. physiological
   2. approval by others
   3. self-actualization
   4. esteem

7. The need which is most directly reflected in (9) is

   1. safety
   2. self-actualization
   3. love and belonging
   4. esteem

8. Considering "problems" 1,2,4 and 6, and using Maslow's hierarchy as your reference, of which (of the four) should be given <u>first</u> priority? (That is, which "problem" would have to be resolved first?)

   1. "problem" 1
   2. "problem" 2
   3. "problem" 4
   4. "problem" 6

9. Considering the same four "problems", which, according to Maslow, should be given last priority?

    1. "problem" 1
    2. "problem" 2
    3. "problem" 4
    4. "problem" 6

10. The accomplishment described in (10) most directly reflects the fulfillment of which of the following needs?

    1. physiological
    2. safety
    3. love and belonging
    4. esteem

"Observations on a 9th Grade Class"

(12) Joan tried to copy her homework from someone else, but they refused to allow her to do it. She subsequently accused several of her classmates of copying their homework. She based her reasons on the fact that their work was of a better quality than they could ever have done on their own....(13) Jackie has never assimilated herself into the class group, or, for that matter, to any group in the school. She feels most comfortable when she is around her parents. In fact, she has never liked the idea of being away from her mother during the day....(14) Joe, who has little athletic ability, desired to play on the basketball team, but was not successful in making the team. He now studies unusually hard and excels in all of his classes. Indeed, he might be described as an "overachiever" (15) He indicated, however, that it was just as well that he did not make the team, as the coach took all the fun out of basketball by the strict rules he imposed on the team members....(16) Mark finds school dissatisfying, and indicates that he not only does not understand math, but he hates it. He spends a great deal of time drawing pictures of space ships and astronauts. He wants to become an astronaut....(17) When he was reprimanded by the teacher and required to stay after school to make up his work, he became abusive with other members of the class.... (18) Rory thinks his classmates are boring and immature. He is exceptionally friendly toward them, however, and is the first to defend them if derrogatory remarks are made about them....(19) When Janice becomes frustrated in school, as she is prone to do periodically, she often stays home and plays with her dolls.

Infer the defense mechanism that is employed in each case.

11. "problem" 12

    1. reaction-formation
    2. withdrawing
    3. projection
    4. fixation

12. "problem" 13

    1. compensation
    2. withdrawing
    3. projection
    4. fixation

13. "problem" 14

    1. compensation
    2. withdrawing
    3. rationalization
    4. regression

14. "problem" 15

    1. fantasy
    2. projection
    3. rationalization
    4. regression

15. "problem" 16

    1. rationalization
    2. fantasy
    3. projection
    4. reaction-formation

16. "problem" 17

    1. projection
    2. reaction-formation
    3. aggression
    4. fixation

17. "problem" 18

    1. reaction-formation
    2. rationalization
    3. fixation
    4. withdrawal

18. "problem" 19

    1. rationalization
    2. regression
    3. reaction-formation
    4. projection

19. "problem" 3 (Refer to essay on Robert)

    1. aggression
    2. reaction-formation
    3. projection
    4. rationalization

20. "problem" 5 (Refer to essay on Robert)

1. aggression
2. fantasy
3. withdrawal
4. rationalization

Mr. Winston, the history teacher, decided to forego his regular class one day and have an "open" discussion and allow his 11th grade history to express their views and feelings about any issue or topic they chose. The following remarks are excerpts from the discussion....Bruce: When I came here, I thought I was going to get a lot out of it; I thought the teaching was going to be good, and I thought the courses were going to be interesting and worthwhile, But it's not that way at all...(a) Most of my courses stink. (B) The teachers talk about things that are not related to real life, and they are not related to my future goals either...(C) Next year, I am going to leave here and go to another school and take a trade that will help me in the future." Mary: "I'd like to say something on that, I find that what you get out of any course depends on what you put into it...(D) The kids in my classes started getting involved in the courses and started doing things they knew would benefit them. When the teachers discovered what their interests and goals were, they even started bringing in resource persons, taking field trips, and doing other things that the kids got a lot out of....(E) I am very pleased with my education here now... (f) In fact, I have started serving on the freshman orientation committee...I want to help them get some of the benefits that I have gotten from being here." At this point Alice spoke up... Alice: (G) It makes me angry for someone to try to dictate to me what my feelings should be about something!...(H) Mary, if you haven't been in Bruce's courses, you can't say that the students in them are not involved, or don't put enough into the courses to get anything out of them. You don't know what goes on in his courses"...Following Alice's outburst, a shouting match ensued among several class members, with most remarks being directed at Mary and Alice. Mr. Winston quieted the class down and made the following remarks:... Mr. Winston: (I) "I am not normally in favor of open discussions such as this. (J) I think you can see why."

The statements in the passage are represented below by the letters which appear next to them. Examine each statement and determine which attitudinal component the statement constitutes. Darken the appropriate column on your answer sheet according to the following code:

1. Cognitive
2. Affective
3. Action

Statement

21. A
22. B
23. C
24. D
25. E
26. F
27. G
28. H
29. I
30. J

Frank is in Miss Gordon's 10th grade English class...(31) The year is half over, but he has accomplished very little in the course...(32) He has a close association with four other boys, both in and out of the course... (33) They are also performing poorly in the course. The group's attitude toward school is one of indifference and negativism, and they are only biding their time until they are no longer required to attend...(34) Joseph is also a member of the group, but he is somewhat marginal, and might be described as one who does not believe in everything the group does, but "goes along" with it...(35) Neal's status within the group is about the same as that of Joseph's. His parents, whom he enjoys a pleasant relationship with, have made it clear that they would like for him to do well in school.

Considering the information in items 31, 32, and 33 in relation to Newcomb's model of attitudes and behavior, match the following three elements to the model according to the following code:

1. School
2. Frank
3. The group

31. A
32. B
33. C

34. Which of the following would you expect to be <u>most resistant</u> in changing their attitude toward school? (Base answer solely on the information provided).

    1. Frank
    2. Neal
    3. Joseph

35. Which would you expect to be <u>least resistant</u>?

    1. Frank
    2. Neal
    3. Joseph

36. Which of the three probably experiences the <u>greatest</u> amount of conflict in their norms?

    1. Frank
    2. Neal
    3. Joseph

37. Which of the three probably experiences the <u>least</u> amount of conflict in their norms?

    1. Frank
    2. Neal
    3. Joseph

Indicate which of the following strategies are appropriate and which are inappropriate for altering in positive ways the described attitudes and/or behaviors, as suggested by Newcomb's model or group dynamics theory. Darken the appropriate space on your answer sheet.

1. Appropriate
2. Inappropriate

38. To change Frank's behavior, Miss Gordon talks to him and explains that he should have a more positive attitude toward school.

39. To change Joseph's behavior, Miss Gordon establishes rapport between Joseph and his parents and enlists the aid of his parents in influencing him in positive ways.

40. To change Neal's behavior, Miss Gordon suggests to his parents that they should allow him to make up his own mind and not try to influence him.

Name _____

Module # _____

Analyzing Learning Setting

Objective 6F Post Assessment

Given: Bill, an eleventh grade student, took a math achievement test and showed the following results on the subtests:

1. the 33rd percentile in spatial relations.
2. a grade equivalent of 11.5 on math problem solving.
3. the 7th stanine in numerical calculation.
4. one standard deviation below the mean in algebraic reasoning.

1. From this data, it can reasonably be calculated that:

   a. Bill is having at least minimal success in his Geometry class.
   b. Bill is having a great many problems in his Geometry class.
   c. Bill lacks much interest in Geometry.
   d. None of the above can be inferred from the data.

2. Compared with the test norm group, Bill showed his greatest strength on this test in the area of:

   a. spatial relations.
   b. math problem solving
   c. numerical calculation
   d. algebraic reasoning

3. Compared with the test norm group, the weakest performance area shown by Bill on this test was the area of:

   a. spatial relations
   b. math problem solving
   c. numerical calculation
   d. algebraic reasoning

4. Considering the test norms, it can reasonably be inferred that:

   a. Bill did better in spatial relations than in numerical calculations
   b. Bill did better on math problem solving than in numerical calculations
   c. Bill did better in spatial relations than in algebraic reasoning
   d. None of the above are true.

5. If one were to accept these results as valid, then it could be expected that Bill would likely have his greatest success in which of the following activities?

   a. Calculating the length of the other two sides of a triangle-shaped lot, given the length of the third side and the degree of two of the three angles.

b. fitting together a 22 piece block puzzle.
c. given all the weights of the students in the school, finding the mean for each class and the school as a whole.
d. figuring how many apples (at 6¢) oranges (8¢) and pears (9¢) a person could buy with a five dollar bill and still end up with an equal number of pennies, nickels and dimes in change.

John is a student in your eleventh grade English class and has been having difficulty with both his reading comprehension and written classwork. Seeking some more information on his problem, you receive the following information: John took a standardized achievement test in English composition and socred at the 11.5 grade equivalent level. He took another standardized test in reading aptitude and scored at the 55th percentile. John also took a standardized IQ test and scored 110. The standard error of measurement of the last test is five.

6. From this data, we can conclude about John's classroom performance that:

a. he has the ability to do the classroom work, but is not trying hard enough.
b. he lacks much interest in reading or writing activities.
c. he has good general intelligence, but lacks basic English skills.
d. none of the above.

7. If John were to take the IQ test again, his score would most likely fall within the range of:

a. 105 and 110
b. 107.5 and 112.5
c. 105 and 115
d. none of the above ranges.

8. Comparing John's classroom reading and writing skills, it is fair to assume:

a. John's skills in reading are greater than those in writing.
b. John's skills in writing are greater than those in reading.
c. John's skills in both areas are significantly below those of most of his classmates.
d. none of the above.

9. In terms of his tested English skills, they could be said to be:

a. in the general average range.
b. about normal for his school.
c. showing great variability
d. higher than his general intelligence would indicate.

10. Looking at his score on the English composition test, his performance when compared to the test norm group puts him:

a. slightly below the mean
b. slightly above the mean.
c. at the mean.
d. at an indiscernible point with regard to the norm group.

Given the following:

National Grade and Age Norms For

Gates Level of Comprehension Test

Raw Score	Reading Grade	Reading Age
40	7.3	12-7
41	7.5	12-10
42	7.6	12-11
43	7.7	13-0
44	7.9	13-3
45	8.2	13-6
46	8.6	13-10
47	9.2	14-5
48	9.7	15-0
49	10.1	15-5
50	10.4	15-8
51	10.6	16-0
52	11.1	16-6
53	11.3	16-8
54	11.5	16-10

Also given the following Gates' Test results for two ninth grade students: The test was given at the end of ninth grade.

a. Tom Andrews - age 14
   Gates Comprehension Test raw score 52
b. Mary Andrews - age 15
   Gates Comprehension Test raw score 49

11. Which of the following is a correct inference:

a. Tom should be reading books that eleventh grade students are reading.
b. Tom should receive an "A" in English.
c. Tom has scored better than most 14 yr. old students in his school.
d. Tom has scored better than most 14 yr. old students at the national level.

12. We may also infer that:

a. Mary is a slow reader
b. Mary has word attack skill deficiencies
c. Mary cannot comprehend the readings she has in social studies
d. Mary's clasroom performance is not revealed in the data given.

13. We may also infer that:

a. Tom is a faster reader than Mary
b. Mary is a faster reader than Tom
c. Tom and Mary read at about the same speed
d. You cannot make any of the above inferences because of insufficient data.

14. From these results, it is also reasonable to infer that:

    a. Mary is an average reader in her school.
    b. Mary should be reading the 10th grade books.
    c. Mary's reading test performance is similar to students of her age at the national level.
    d. You cannot make any of the above inferences because of insufficient data.

15. Which of the following is an appropriate influence?

    a. Tom's classroom reading comprehension level is higher than the national level for his age.
    b. Tom's classroom reading comprehension level is lower than the national level for his age.
    c. Tom's classroom reading comprehension level is the same as the national level for his age.
    d. Tom's classroom reading comprehension level is not revealed in the data given.

Module 7 Recording Sheets - Post-Assessment

Department: Secondary

Course: 310

Module: #7 Field Performance: Objective A

Objective: In your classroom, choose 3 students, observe and identify in writing, at least 4 behaviors each. From these behaviors, make a related inference (or inferences) about each student.

BEHAVIORS INFERENCE(S)

Std.
1.
2.
3.
4.

1.
2.
3.
4.

1.
2.
3.
4.

SELF-EVALUATION

1. Is each of the above behaviors observable (rather than your interpretation of an observable behavior)? Mark each of your above behaviors with a 'yes', 'no', or question mark if you are not sure. Change the 'no's'.

2. Is each inference an interpretation, general description or explanation of a behavior(s)? Mark each inference with a 'yes', 'no' or question mark. Change your 'no's'.

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Course: 310

Module: #7 Field Performance: Objective B

Objective: Identify 3 of the teachers objectives. (If objectives are not present, infer them from the assessment). Indicate if each component (ABCD) is present. Supply missing components, and rewrite components that do not reach criteria.

Objective 1 before changes. (If you are inferring an objective, state it in behavioral terms here).

A.

B.

C.

D.

Objective 1 after changes. (If you would revise the teacher's objective you inferred above, rewrite it here).

A.

B.

C.

D.

Objective 2 before changes.

A.

B.

C.

D.

Objective 2 after changes.

A.

B.

C.

D.

Objective 3 before changes.

A.

B.

C.

D.

Objective 3 after changes.

A.

B.

C.

D.

SELF-EVALUATION (of objectives after your changes)

1. Does each Audience state the course, year or skill level of the student and anything else needed to distinguish the objective? Mark each 'A' with 'yes', 'no' or question mark. Change those that do not meet criteria.

2. Is each behavior observable? Mark each 'yes', 'no' or question mark. Change those that do not reach criteria.

3. Do the conditions specify the environment at the time the student is expected to perform the behavior? (Not an instructional procedure). Mark each and change those that do not reach criteria.

4. Does each objective include a degree statement? That is, some criteria for evaluating if the behavior is acceptable or not. For multiple choice, fill-in, T-F and other objectives tests, a % correct will be acceptable. However, for essay or any type of behavior that requires that the student construct something, the degree must include the types of thing that must be present in the behavior for it to be acceptable. Carefully check each degree statement, mark 'yes' if it meets the above conditions. Change it if it does not. Analyze those you inferred, wrote and revised carefully. Remember your objectives should meet the criteria without error.

Department: Secondary

Course: 310

Module: #7 Field Performance: Objective C

Objective:

1. For 2 different randomly chosen lessons in your classroom, identify each component of the instructional model.

2. Indicate any missing components.

3. Indicate with specific examples, how you could complete the model. Also indicate if:

   a. Evaluation matches objectives.

   b. Pretest matches objectives.

   c. Teaching matches the objectives.

   d. Evaluation matches the objectives.

   e. On what basis were the objectives chosen.

Lesson 1

1. Indicate how each component of the instructional model was implemented.

Needs assessment

Pre-Assessment

Statement of goals and behavioral objectives

Teaching (instructional procedures)

Post-Assessment, evaluation, and revisions in instruction.

2. Indicate missing components by writing 'missing' in the above appropriate space.

3. Indicate with specific examples how you could complete the model and how you would revise the instructional components used by the teacher (put this in Suggestions for Revision on page 10.)

4. Indicate if:

   a. Evaluation matches objectives yes_____ no_____

   b. Pretest matches objectives yes_____ no_____

   c. Teaching matches the objectives yes_____ no_____

   d. Evaluation matches the objectives yes_____ no_____

   e. On what basis were the objectives chosen? _____

   _____

   _____

Lesson 2

1. Indicate how each component of the instructional model was implemented.

   Needs assessment

   Pre-Assessment

   Statement of goals (behavioral objectives)

   Teaching (instructional procedures)

   Look at student behavior (evaluation)

2. Indicate missing components by writing 'missing' in the above appropriate space.

3. Indicate with specific examples how you could complete the model.

4. Indicate if:

   a. Evaluation matches objectives yes_____ no_____

   b. Pretest matches objectives yes_____ no_____

   c. Teaching matches the objectives yes_____ no_____

   d. Evaluation matches the objectives yes_____ no_____

   e. On what basis were the objectives chosen? _____

   _____

   _____

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Module: #7 Field Performance: Objective D

Objective: Analyze the instructional design and implementing of a lesson which was not successful (students did not achieve objectives). Using each component of the teaching model, hypothesize why instruction was not successful. (Page 9 of the module on the instructional model will help you with this).

BRIEF DESCRIPTION OF THE INSTRUCTIONAL DESIGN

Needs assessment

Statement of goals (behavioral objective)

Pre-Assessment

Teaching (instructional procedures)

Evaluation

EVALUATION OF INSTRUCTIONAL DESIGN AND IMPLEMENTATION

1. Needs assessment. Did the appropriateness or inappropriateness of the needs assessment have anything to do with students not learning (not reaching mastery on objectives)?

2. Statements of goals (behavioral objectives) Did the presence or absence or clearness of behavioral objectives have anything to do with students not learning?

   Were the objectives based on needs relevant to the students and did this have anything to do with students not learning?

3. Pre-Assessment. Did the presence, absence or appropriateness of a pre-assessment have anything to do with student learning? (For example, did the pre-assessment measure if student had learned prerequisite skills or knowledge, and was this knowledge used to select what should be taught to whom?)

4. Teaching. Did the teaching itself have anything to do with the students not reaching the objectives? For example, was the teaching related to the objective? Was it the best way to get the students to reach the objective? Was there any response from students so the teacher could get some idea if the students were learning? Did students get some feedback from the teacher so they could get some idea if they were learning?

   Did the student-teacher relationship have anything to do with students not reaching mastery? For example, was there open communication between teacher and students? Was there positive affect? Did the teacher and students treat each other with respect?

5. Evaluation. Did the evaluation have anything to do with students not reaching mastery? For example, did the evaluation match the objectives? Did it appropriately sample learning? Could the students understand the test? Were there other circumstances that might make the test invalid, e.g., given on a Friday afternoon when the temperature was 80°, too much noise in the classroom, too long a test in too short a time, etc.

6. Other.

SUGGESTIONS FOR REVISION of any of the six components above. Use back of page and other pages if necessary.

Department: Secondary

Course: 310

Module: #7 Field Performance: Objective E

Objective E: The student will observe two classes in any subject area, specify the student activities taking place, classify the taxonomic level or complexity of those activities, and furnish a brief explanation of his identification.

SUBJECT AREA: _____	TOPIC: _____	
Activity	Taxonomic Level	Explanation

Department: Secondary

Course: 310

Module: #7 Field Performance: Objective F

Objective F: The student will examine a classroom evaluation procedure, identify the taxonomic or level(s) or criteria of the procedures and rewrite any of the items which do not meet the criteria for test items as identified by the criteria sheets used with module 5a.

Department: Secondary

Course: 310

Module: #7 Field Performance: Objective G

Observational Task

1. Observe adolescents interacting in one or more social situations. Identify five instances in which you infer that they are attempting to fulfill needs, according to Maslow's hierarchy, and specify the behaviors upon which your inferences are predicated. You may have more than one behavior for each inference. Altnough some duplication is acceptable in the needs you identify, at least 3 of them should be different. You need not confine your observations to one individual in any given setting, and you may observe in more than one setting if it is necessary. Your final product should consist of a written report (preferably, typewritten) and it should generally contain the following elements: a description of the subject(s), the context in which the behavior(s) occurs and a specification of the behaviors and related inferences.

2. In conjunction with the above, also identify five (5) instances in which defense mechanisms are being employed. Again, include the data suggested above for these as well.

For both 1 and 2, the following format is suggested:

A paragraph describing the subject and the context.

1. behavior(s)	1. need
2. behavior(s)	2. need
etc.	

Department: Secondary

Course: 310

Module: #7 Field Performance Objective H

Design a module for students in your class (or in any class you choose) which includes all of the component parts of an instructional module. See the outline below.

Title:

Department:

Overview:

TPO:

Enabling Objectives:

Pre-Assessment - Post-Assessment:

Learning Activities:

Possible Recycling Procedures: